



Ashton Ranch Elementary School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

14898 W. Acoma Drive, Surprise, AZ 85379

Dysart Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing
2003-04 Not Evaluated

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Donna MK Malone
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
Web Address : www.dysart.org
Phone Number : (623) 523-8300
Fax Number : (623) 523-8311
E-mail : dmalone@dysart.org

Mission

We, the stakeholders of the Ashton Ranch School Community will provide a safe, quality, learning environment in which to challenge and inspire our youth. With high personal and academic expectations: we will share unconditional respect and open communication to promote character in our youth; we will value and embrace our diversity; we will offer challenging academic programs with integrated and engaging curriculum. Together our community will collaborate to promote and celebrate learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Ashton Ranch will integrate prevention programs to develop Cultural Competency and guide students to be respectful, responsible, and self-motivated.
- ü Ashton Ranch will deliver a strong academic focus with high expectations for all students that is reflected by 12% increases in achievement in reading, writing and mathematics as measured by AIMS.
- ü Ashton Ranch will provide enrichment, before, during and after school interventions and programs to support students in developing their talents and interests.
- ü Ashton Ranch will provide before, during, and after school interventions and programs to support the remedial needs of our students.

Enrollment

October 1, 2005 School Year Student Enrollment : 1011
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 45

Instructional Programs

- Ü Full Day Kindergarten
- Ü Integrated Curriculum/ Instruction
- Ü English Language Learner Support Program
- Ü On Site Special Education Programs
- Ü Technology Instruction
- Ü Character Education
- Ü Before and After School Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/21/2005
Last Day of School :	6/25/2006

Shared Responsibilities

School

Ashton Ranch has high academic and behavioral standards that guide us in preparing our students for high academic achievement. We will work collaboratively to provide high quality educational experiences as we prepare our youth for their future. The Home and School connection is imperative for student success. Communication will consist of a minimum of handbooks, agendas, newsletters, web pages, e-mail, phone calls, open forums, and conferences. We highly encourage parent involvement!

Parents

Parent involvement is critical to the success of our students. It is paramount for parents to ensure their children receive a good breakfast and arrive at school on time on a regular basis. By providing for regular attendance, nourishment, time, space and support for homework, students are able to maximize their learning. Parents shall be responsible for making sure students come to school ready to learn and support the mission, policies, and practices of our school.

Transportation Policy

Dysart Unified School District provides transportation to Kindergarten students who live beyond one half-mile from school. First through eighth graders are provided bus transportation if they live beyond one mile from the school. Bus transportation is a privilege. Students must comply with behavior expectations on the bus or this privilege may be revoked. Special needs students whose I.E.P. calls for transportation will be transported door to door from home and school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Cheer Squad won 1st place Pom/Dance & 2nd Place overall	2005
Ü 5th grader won 1st place in World Karate Championship	2005
Ü 5 Students won 1st place ribbons at Special Olympics	2004
Ü 6th grader won naming contest for Golden Baseball Team	2004

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1667	80010	97	98	99	449	442	447	7	11	10	24	20	18	56	57	53	13	12	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	841	38935	97	98	99	441	442	447	5	10	9	30	20	19	57	58	55	8	12	17
Male	56	817	40974	97	97	98	458	442	448	9	12	11	18	20	18	55	56	52	18	12	19
African American	12	154	4201	100	95	99	441	432	430	NA	13	17	42	28	23	50	53	51	8	6	9
Hispanic	40	638	34545	95	97	99	437	429	432	13	15	14	33	25	24	45	55	53	10	5	9
Asian/Pacific Islander	NC	52	2068	NC	100	99	NC	470	474	NC	NA	4	NC	10	10	NC	67	50	NC	23	36
American Indian/Alaskan Native	NC	20	3979	NC	95	96	NC	441	424	NC	15	17	NC	5	30	NC	70	47	NC	10	6
White	59	796	35142	98	99	99	457	452	465	5	7	5	15	15	11	64	59	56	15	18	28
Students with Disabilities	13	182	10161	93	88	93	423	409	419	38	37	28	23	29	28	31	30	36	8	4	8
Students without Disabilities	104	1485	69849	97	100	100	451	446	451	3	7	7	24	19	17	60	61	56	13	13	19
Limited English Proficient Students	13	189	14013	100	95	97	406	412	413	23	24	24	54	36	34	23	38	39	NA	2	3
Migrant Students	--	10	603	--	100	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	51	833	39029	98	97	98	435	432	432	14	15	14	29	24	25	47	55	52	10	7	9
Non-Economically Disadvantaged	66	834	40981	96	100	100	459	452	462	2	7	6	20	16	13	64	60	54	15	17	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1635	79438	97	96	98	459	451	451	7	9	9	21	24	24	57	58	56	15	9	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	61	827	38775	97	97	99	454	455	457	7	7	7	23	22	22	57	60	58	13	11	13
Male	56	799	40560	97	95	97	465	446	446	7	11	12	20	25	25	57	57	54	16	7	9
African American	12	151	4178	100	93	98	457	447	439	NA	8	13	25	26	29	75	62	52	NA	5	6
Hispanic	40	624	34297	95	95	98	443	433	434	10	14	14	30	33	31	45	50	50	15	4	5
Asian/Pacific Islander	NC	52	2063	NC	100	99	NC	484	475	NC	NA	3	NC	6	15	NC	71	63	NC	23	20
American Indian/Alaskan Native	NC	20	3940	NC	95	95	NC	452	429	NC	15	14	NC	10	36	NC	65	47	NC	10	3
White	59	781	34887	98	97	98	470	463	471	7	6	4	17	17	15	58	64	63	19	14	18
Students with Disabilities	13	151	9588	93	73	88	412	417	416	38	29	30	23	33	32	23	34	34	15	4	5
Students without Disabilities	104	1484	69850	97	100	100	464	454	456	3	7	7	21	23	23	62	61	59	14	10	12
Limited English Proficient Students	13	184	13856	100	92	96	421	411	407	15	24	27	38	42	43	38	33	29	8	1	1
Migrant Students	--	10	600	--	100	96	--	NA	418	--	NA	22	--	NA	38	--	NA	39	--	NA	2
Economically Disadvantaged	51	813	38685	98	94	97	441	438	435	12	13	14	27	30	32	51	52	50	10	6	5
Non-Economically Disadvantaged	66	822	40753	96	98	99	473	463	467	3	5	5	17	17	16	62	65	62	18	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	117	1679	79971	97	99	99	431	424	423	6	7	8	36	39	41	57	52	49	1	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	847	38974	98	99	99	439	440	437	5	4	5	31	31	33	63	62	57	2	3	4
Male	55	823	40895	95	98	98	422	409	410	7	10	10	42	47	47	51	42	41	NA	1	2
African American	12	157	4203	100	97	99	419	419	411	NA	8	11	67	45	45	33	46	43	NA	1	2
Hispanic	40	647	34481	95	99	99	428	414	410	8	9	10	40	45	46	53	45	43	NA	1	1
Asian/Pacific Islander	NC	52	2067	NC	100	99	NC	451	449	NC	2	4	NC	23	28	NC	75	60	NC	NA	8
American Indian/Alaskan Native	NC	20	3995	NC	95	96	NC	440	409	NC	5	10	NC	25	47	NC	70	42	NC	NA	1
White	59	796	35150	98	99	99	436	432	437	7	6	5	27	35	35	64	57	56	2	3	5
Students with Disabilities	13	200	10258	93	97	94	384	367	377	23	25	23	46	55	51	23	19	25	8	1	1
Students without Disabilities	104	1479	69713	97	99	100	435	432	429	4	5	5	35	37	39	62	57	52	NA	2	3
Limited English Proficient Students	13	194	13985	100	97	97	413	392	382	23	13	18	31	57	54	46	30	27	NA	NA	0
Migrant Students	--	10	608	--	100	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	50	839	38994	96	97	98	422	417	409	6	9	10	48	44	47	44	46	41	2	1	1
Non-Economically Disadvantaged	67	840	40977	97	100	100	438	432	437	6	6	5	27	34	34	67	58	56	NA	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1491	80147	100	98	99	476	472	482	16	14	11	16	19	17	46	51	49	22	17	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	724	39281	100	98	99	473	473	483	20	12	9	15	19	17	42	53	50	23	16	24
Male	80	760	40780	100	98	98	478	472	482	13	15	12	16	19	17	50	48	48	21	18	24
African American	10	126	4249	100	98	99	NA	464	464	NA	13	17	NA	23	22	NA	56	48	NA	8	13
Hispanic	64	616	33494	100	96	99	458	461	466	22	18	15	20	24	23	44	47	49	14	11	14
Asian/Pacific Islander	NC	32	2103	NC	100	99	NC	482	515	NC	16	4	NC	16	8	NC	38	44	NC	31	45
American Indian/Alaskan Native	NC	18	4117	NC	95	96	NC	456	456	NC	33	19	NC	17	27	NC	28	46	NC	22	8
White	64	692	36122	100	99	99	496	484	501	9	10	5	11	14	10	48	54	50	31	23	35
Students with Disabilities	16	148	10295	100	84	92	404	436	443	69	40	33	6	22	26	25	35	33	NA	3	8
Students without Disabilities	124	1343	69852	100	100	100	483	476	488	9	11	7	17	18	16	49	52	51	25	18	26
Limited English Proficient Students	22	174	12722	100	93	97	425	437	441	36	33	27	41	34	33	23	29	37	NA	5	3
Migrant Students	NC	12	622	NC	100	97	NC	436	454	NC	50	19	NC	17	30	NC	25	43	NC	8	8
Economically Disadvantaged	77	762	38371	100	95	97	464	461	465	18	19	15	22	24	23	45	45	49	14	12	13
Non-Economically Disadvantaged	63	729	41776	100	100	100	491	483	498	13	9	6	8	13	11	48	56	49	32	22	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1476	79686	100	97	98	460	464	470	15	12	11	24	27	24	57	56	57	4	5	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	721	39163	100	98	99	463	469	475	13	9	9	23	25	22	60	60	60	3	6	10
Male	80	748	40438	100	96	97	458	460	465	16	14	13	24	28	25	55	53	54	5	5	7
African American	10	124	4228	100	97	98	NA	462	458	NA	8	15	NA	29	28	NA	60	53	NA	2	4
Hispanic	64	612	33299	100	95	98	443	451	452	22	18	17	31	32	32	44	48	47	3	2	3
Asian/Pacific Islander	NC	32	2097	NC	100	99	NC	460	490	NC	13	5	NC	25	13	NC	59	68	NC	3	14
American Indian/Alaskan Native	NC	18	4087	NC	95	96	NC	455	446	NC	22	16	NC	22	38	NC	56	44	NC	NA	2
White	64	683	35914	100	98	98	476	477	489	9	7	5	16	22	15	69	63	67	6	8	14
Students with Disabilities	16	133	9808	100	76	87	401	431	432	63	36	35	13	31	32	19	31	30	6	2	3
Students without Disabilities	124	1343	69878	100	100	100	466	467	475	9	10	8	25	26	23	62	59	61	4	5	9
Limited English Proficient Students	22	173	12594	100	92	96	416	423	422	45	35	34	41	45	45	14	20	21	NA	NA	0
Migrant Students	NC	12	611	NC	100	95	NC	426	439	NC	42	22	NC	25	39	NC	33	37	NC	NA	2
Economically Disadvantaged	77	759	38095	100	95	97	450	453	452	18	17	17	30	33	32	48	46	48	4	4	3
Non-Economically Disadvantaged	63	717	41591	100	100	99	473	477	486	11	7	6	16	20	16	68	67	65	5	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1514	80372	100	100	99	469	469	475	4	4	4	34	34	30	60	62	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	60	735	39452	100	100	99	483	481	488	3	2	3	27	27	22	68	70	72	2	1	3
Male	80	772	40836	100	99	98	459	459	464	5	5	6	40	40	37	54	55	56	1	0	1
African American	10	129	4264	100	100	99	NA	464	465	NA	3	5	NA	38	35	NA	57	59	NA	2	1
Hispanic	64	635	33608	100	99	99	453	462	462	8	6	6	38	36	36	53	58	57	2	0	1
Asian/Pacific Islander	NC	32	2098	NC	100	99	NC	464	500	NC	6	2	NC	31	16	NC	59	75	NC	3	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	470	464	NC	NA	4	NC	42	39	NC	47	56	NC	11	1
White	64	692	36213	100	99	99	486	478	489	2	2	2	30	30	22	67	67	72	2	0	3
Students with Disabilities	16	173	10526	100	98	94	387	414	427	25	14	15	69	66	53	NA	18	31	6	1	1
Students without Disabilities	124	1341	69846	100	100	100	478	476	482	2	2	3	30	29	26	68	68	69	1	1	2
Limited English Proficient Students	22	182	12747	100	97	97	425	437	432	9	9	12	68	54	52	23	36	36	NA	NA	0
Migrant Students	NC	12	621	NC	100	97	NC	459	452	NC	NA	9	NC	58	40	NC	42	51	NC	NA	0
Economically Disadvantaged	77	786	38521	100	98	98	459	460	461	6	5	6	36	39	38	56	55	55	1	1	1
Non-Economically Disadvantaged	63	728	41851	100	100	100	482	480	489	2	2	3	32	27	22	65	70	72	2	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1478	79306	96	96	99	491	492	504	17	15	13	23	23	20	50	51	49	10	11	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	700	38845	93	96	99	483	494	505	17	13	11	33	24	20	43	51	50	7	11	18
Male	58	777	40383	98	97	98	497	491	504	17	17	14	16	22	19	55	50	47	12	11	19
African American	13	139	4171	93	97	98	467	483	485	15	13	20	62	35	26	15	47	44	8	4	10
Hispanic	33	557	32673	92	95	99	480	480	487	30	22	18	18	27	25	45	44	46	6	7	10
Asian/Pacific Islander	NC	41	2147	NC	100	99	NC	518	539	NC	10	5	NC	17	10	NC	41	46	NC	32	40
American Indian/Alaskan Native	NC	18	4034	NC	100	97	NC	508	479	NC	11	22	NC	22	29	NC	44	43	NC	22	7
White	50	722	36234	98	97	99	502	502	523	8	10	6	18	19	13	64	57	52	10	14	28
Students with Disabilities	10	151	10286	100	75	91	NA	455	462	NA	46	41	NA	23	27	NA	30	27	NA	1	5
Students without Disabilities	90	1327	69020	96	99	100	496	496	510	11	11	9	24	23	18	54	53	52	10	12	21
Limited English Proficient Students	NC	130	10291	NC	89	96	NC	455	458	NC	42	38	NC	34	34	NC	22	26	NC	3	2
Migrant Students	--	11	630	--	92	95	--	470	478	--	36	24	--	18	27	--	45	43	--	NA	6
Economically Disadvantaged	45	749	37437	96	94	97	479	482	486	27	22	19	27	26	26	42	44	46	4	8	9
Non-Economically Disadvantaged	55	729	41869	96	98	100	501	504	521	9	7	7	20	20	14	56	58	51	15	15	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1474	79000	96	96	98	489	483	489	10	10	10	20	27	24	66	58	58	4	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	705	38774	93	96	99	486	489	494	12	7	7	26	27	22	57	60	61	5	6	10
Male	58	768	40150	98	95	98	491	478	485	9	13	12	16	28	25	72	55	55	3	4	8
African American	13	140	4153	93	97	98	466	475	476	8	9	13	46	36	30	46	51	53	NA	4	4
Hispanic	33	547	32508	92	93	98	473	470	472	18	15	15	21	34	33	58	49	49	3	2	3
Asian/Pacific Islander	NC	41	2142	NC	100	99	NC	501	510	NC	5	4	NC	12	14	NC	71	67	NC	12	16
American Indian/Alaskan Native	NC	19	4016	NC	100	96	NC	502	467	NC	5	14	NC	21	37	NC	63	46	NC	11	2
White	50	726	36135	98	97	98	502	493	508	6	6	4	12	21	14	78	65	67	4	7	15
Students with Disabilities	10	149	9991	100	74	88	NA	445	449	NA	35	33	NA	33	36	NA	32	29	NA	1	2
Students without Disabilities	90	1325	69009	96	99	100	495	487	495	4	7	6	19	27	22	72	61	62	4	6	10
Limited English Proficient Students	NC	129	10199	NC	88	95	NC	440	439	NC	35	35	NC	45	47	NC	20	18	NC	NA	0
Migrant Students	--	11	629	--	92	95	--	445	457	--	36	22	--	36	41	--	27	37	--	NA	1
Economically Disadvantaged	45	743	37234	96	93	97	478	471	472	18	15	15	20	34	33	60	49	50	2	3	3
Non-Economically Disadvantaged	55	731	41766	96	99	99	498	495	505	4	5	5	20	21	16	71	66	65	5	8	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	100	1526	79611	96	99	99	485	493	496	10	7	7	47	39	37	43	53	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	722	39016	93	99	99	494	506	511	7	5	4	43	31	29	50	63	66	NA	1	1
Male	58	803	40519	98	100	98	479	481	482	12	9	10	50	45	44	38	45	46	NA	0	0
African American	13	141	4188	93	98	98	451	489	486	15	8	9	69	44	40	15	48	50	NA	NA	0
Hispanic	33	584	32855	92	99	99	479	480	481	18	11	10	39	43	43	42	46	47	NA	0	0
Asian/Pacific Islander	NC	41	2149	NC	100	100	NC	506	519	NC	2	4	NC	32	24	NC	66	70	NC	NA	2
American Indian/Alaskan Native	NC	19	3992	NC	100	96	NC	503	478	NC	11	10	NC	21	46	NC	68	44	NC	NA	0
White	50	740	36380	98	99	99	499	503	511	2	5	4	46	35	30	52	60	65	NA	1	1
Students with Disabilities	10	200	10664	100	100	94	NA	427	440	NA	33	23	NA	48	54	NA	19	22	NA	1	1
Students without Disabilities	90	1326	68947	96	99	100	493	503	504	4	3	4	49	38	34	47	59	61	NA	0	1
Limited English Proficient Students	NC	144	10362	NC	99	97	NC	441	438	NC	24	22	NC	56	57	NC	21	21	NC	NA	NA
Migrant Students	--	12	636	--	100	96	--	476	467	--	8	14	--	58	47	--	33	38	--	NA	0
Economically Disadvantaged	45	783	37626	96	98	98	472	481	479	18	10	10	44	44	45	38	46	45	NA	0	0
Non-Economically Disadvantaged	55	743	41985	96	100	100	496	506	511	4	4	4	49	34	30	47	62	65	NA	0	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	139	1537	79327	99	98	98	499	507	518	30	22	19	15	23	20	43	46	46	12	10	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	740	38961	98	98	98	517	511	520	17	18	16	17	25	20	44	46	48	21	11	16
Male	75	787	40295	99	97	97	484	503	516	41	25	21	13	21	19	41	45	44	4	9	16
African American	12	161	4247	100	96	98	489	493	499	33	25	27	25	32	24	25	37	41	17	7	8
Hispanic	59	605	32327	100	97	98	487	496	499	42	28	27	15	24	25	32	42	41	10	6	8
Asian/Pacific Islander	NC	45	1939	NC	100	99	NC	531	556	NC	11	6	NC	11	10	NC	58	47	NC	20	36
American Indian/Alaskan Native	NC	19	4391	NC	95	96	NC	481	489	NC	42	32	NC	26	27	NC	32	36	NC	NA	4
White	65	699	36373	98	98	98	511	519	538	20	15	10	12	21	14	57	51	52	11	13	25
Students with Disabilities	19	142	9321	95	82	87	438	453	467	84	69	54	5	14	22	11	16	21	NA	1	3
Students without Disabilities	120	1395	70006	100	100	100	509	512	524	22	17	14	17	24	19	48	49	49	13	11	18
Limited English Proficient Students	19	126	9431	100	94	95	447	459	466	84	60	53	16	28	27	NA	12	18	NA	NA	1
Migrant Students	--	NC	635	--	NC	94	--	NC	488	--	NC	31	--	NC	29	--	NC	36	--	NC	4
Economically Disadvantaged	57	767	37097	98	96	97	485	495	498	49	29	27	11	24	25	32	41	41	9	6	7
Non-Economically Disadvantaged	82	770	42230	100	100	99	510	518	535	17	14	11	18	21	15	51	51	50	13	14	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	134	1527	79501	96	97	98	491	491	497	15	10	10	26	30	25	54	58	60	4	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	62	739	39062	97	98	99	509	498	502	6	7	8	23	28	23	66	61	64	5	3	5
Male	71	779	40368	93	96	98	475	484	491	23	13	13	30	31	27	45	54	57	3	1	3
African American	12	164	4279	100	98	99	492	483	485	17	14	14	25	31	30	58	55	54	NA	NA	2
Hispanic	53	591	32389	90	95	98	472	479	478	25	14	16	26	37	34	47	48	48	2	1	1
Asian/Pacific Islander	NC	44	1936	NC	98	99	NC	504	519	NC	5	3	NC	18	14	NC	73	73	NC	5	9
American Indian/Alaskan Native	NC	19	4401	NC	95	96	NC	459	473	NC	21	17	NC	47	40	NC	32	43	NC	NA	1
White	66	702	36446	100	98	99	506	503	516	8	6	4	26	24	15	61	66	73	6	4	7
Students with Disabilities	14	132	9411	70	76	88	444	448	453	50	40	36	36	39	36	14	20	26	NA	NA	1
Students without Disabilities	120	1395	70090	100	100	100	497	494	502	11	8	7	25	29	24	59	61	65	5	3	5
Limited English Proficient Students	16	121	9401	84	90	94	434	440	443	56	40	40	31	50	46	13	10	14	NA	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	53	758	37183	91	94	97	472	480	479	32	15	16	23	34	34	45	50	49	NA	1	1
Non-Economically Disadvantaged	81	769	42318	99	100	99	504	501	513	4	6	5	28	25	17	60	65	70	7	4	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1559	80000	100	99	99	552	557	564	6	4	3	11	11	11	76	79	75	7	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	63	750	39288	98	99	99	588	574	579	NA	3	2	6	5	6	79	81	77	14	11	16
Male	76	801	40644	100	98	98	522	541	549	11	4	4	14	16	15	74	77	74	1	3	7
African American	12	166	4307	100	99	99	574	552	551	NA	4	4	17	13	13	75	76	75	8	7	7
Hispanic	59	617	32672	100	99	99	519	544	548	14	5	4	17	13	14	64	78	76	5	4	6
Asian/Pacific Islander	NC	45	1945	NC	100	99	NC	571	592	NC	2	1	NC	9	4	NC	76	69	NC	13	25
American Indian/Alaskan Native	NC	19	4424	NC	95	97	NC	547	549	NC	5	3	NC	16	14	NC	79	77	NC	NA	5
White	66	706	36602	100	99	99	575	569	579	NA	2	2	5	8	7	88	80	75	8	9	16
Students with Disabilities	20	166	9919	100	95	93	443	480	505	25	13	9	45	43	35	30	43	54	NA	NA	2
Students without Disabilities	120	1393	70081	100	100	100	570	565	571	3	3	2	5	7	7	84	83	79	8	8	12
Limited English Proficient Students	19	132	9571	100	99	96	467	501	502	21	9	10	32	31	29	47	60	60	NA	NA	1
Migrant Students	--	NC	654	--	NC	97	--	NC	534	--	NC	7	--	NC	16	--	NC	74	--	NC	3
Economically Disadvantaged	58	786	37534	100	98	98	524	545	547	10	5	4	19	15	15	66	76	76	5	5	5
Non-Economically Disadvantaged	82	773	42466	100	100	100	572	568	578	2	3	2	5	7	7	84	81	75	9	9	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1370	78546	98	97	97	530	535	543	13	16	15	25	20	18	55	54	52	7	10	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	654	38645	98	97	98	533	538	545	11	14	13	23	19	18	60	56	54	6	10	15
Male	57	712	39792	98	96	97	529	533	542	16	18	17	26	21	17	51	52	50	7	10	15
African American	NC	156	4205	NC	97	97	NC	520	524	NC	21	22	NC	24	22	NC	53	49	NC	3	7
Hispanic	41	524	31177	98	96	97	520	520	524	22	25	22	29	24	23	49	47	48	NA	4	7
Asian/Pacific Islander	NC	48	1940	NC	98	99	NC	560	580	NC	8	5	NC	8	9	NC	63	53	NC	21	33
American Indian/Alaskan Native	--	14	4689	--	78	95	--	538	515	--	14	28	--	NA	25	--	86	43	--	NA	4
White	49	624	36450	100	97	97	541	550	563	6	8	7	24	17	12	57	58	57	12	17	23
Students with Disabilities	11	120	8093	85	73	82	505	484	489	27	52	50	45	28	24	18	19	23	9	2	2
Students without Disabilities	93	1250	70453	100	100	100	533	540	549	12	13	11	23	19	17	59	57	56	6	11	16
Limited English Proficient Students	NC	104	9323	NC	93	94	NC	482	491	NC	59	47	NC	25	28	NC	16	24	NC	NA	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	50	701	34694	94	95	96	524	523	524	16	23	23	34	24	23	46	47	48	4	6	7
Non-Economically Disadvantaged	54	669	43852	100	99	99	537	548	559	11	9	10	17	16	13	63	60	56	9	14	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1381	79045	98	97	98	504	507	512	8	9	10	28	27	25	64	61	58	NA	4	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	657	38860	98	97	98	513	514	519	NA	6	7	26	23	22	74	66	62	NA	5	8
Male	57	721	40075	98	97	97	497	500	505	14	12	12	30	30	28	56	56	54	NA	2	6
African American	NC	158	4250	NC	98	98	NC	498	500	NC	8	12	NC	35	31	NC	56	54	NC	1	3
Hispanic	41	528	31314	98	97	98	497	493	493	10	13	16	37	35	34	54	50	48	NA	2	2
Asian/Pacific Islander	NC	48	1949	NC	98	99	NC	522	536	NC	6	4	NC	15	15	NC	77	66	NC	2	15
American Indian/Alaskan Native	--	15	4719	--	83	96	--	506	489	--	13	15	--	7	39	--	73	45	--	7	2
White	49	629	36730	100	98	98	509	520	532	8	5	4	20	20	16	71	70	68	NA	6	12
Students with Disabilities	11	132	8552	85	80	87	468	462	463	27	36	35	45	39	40	27	24	23	NA	NA	1
Students without Disabilities	93	1249	70493	100	100	100	509	511	517	5	6	7	26	26	24	69	64	62	NA	4	8
Limited English Proficient Students	NC	108	9355	NC	96	95	NC	456	456	NC	34	37	NC	53	48	NC	13	15	NC	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	50	707	34922	94	96	96	496	495	493	10	13	15	36	32	34	54	52	48	NA	2	3
Non-Economically Disadvantaged	54	674	44123	100	99	99	512	519	527	6	4	6	20	21	18	74	69	66	NA	5	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	104	1404	79657	98	99	99	576	565	566	3	3	3	4	7	8	91	89	87	2	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	47	670	39120	98	99	99	589	582	580	NA	1	2	NA	4	4	98	93	92	2	2	2
Male	57	732	40423	98	99	98	565	550	553	5	5	5	7	10	12	86	85	83	2	0	1
African American	NC	161	4290	NC	100	99	NC	565	560	NC	2	4	NC	6	9	NC	91	86	NC	1	1
Hispanic	41	541	31642	98	99	99	566	553	552	5	5	5	7	9	11	88	85	84	NA	0	0
Asian/Pacific Islander	NC	48	1948	NC	98	99	NC	574	589	NC	4	1	NC	4	3	NC	90	91	NC	2	4
American Indian/Alaskan Native	--	17	4760	--	94	97	--	541	547	--	6	5	--	18	14	--	76	81	--	NA	0
White	48	635	36929	98	99	99	582	575	579	2	2	2	2	5	5	94	91	91	2	2	2
Students with Disabilities	12	156	9069	92	95	92	512	499	508	17	15	11	8	25	30	75	60	58	NA	NA	1
Students without Disabilities	92	1248	70588	99	99	100	584	573	573	1	2	2	3	5	5	93	92	91	2	1	1
Limited English Proficient Students	NC	107	9521	NC	96	96	NC	505	507	NC	11	13	NC	25	24	NC	64	63	NC	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	51	726	35341	96	98	97	567	554	551	4	5	5	6	8	12	88	86	83	2	0	0
Non-Economically Disadvantaged	53	678	44316	100	100	100	584	577	578	2	2	2	2	5	5	94	91	90	2	2	2

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	101	1310	78400	96	96	97	546	546	554	26	22	21	16	21	19	52	50	47	6	7	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	656	38686	96	96	98	540	547	554	30	21	20	15	22	20	49	50	49	6	7	12
Male	48	649	39636	96	96	96	553	545	554	21	24	23	17	21	18	56	49	46	6	6	13
African American	12	140	4193	92	92	97	542	536	533	17	24	32	25	29	23	58	44	40	NA	4	5
Hispanic	42	490	30732	93	96	97	530	532	534	33	30	31	17	23	24	48	44	40	2	3	5
Asian/Pacific Islander	NC	29	1827	NC	100	99	NC	590	594	NC	NA	8	NC	7	12	NC	69	49	NC	24	31
American Indian/Alaskan Native	NC	15	4536	NC	100	95	NC	517	528	NC	47	35	NC	27	25	NC	27	37	NC	NA	4
White	44	631	37038	100	97	97	565	558	575	20	16	11	11	19	14	57	55	56	11	10	19
Students with Disabilities	11	99	7840	79	72	81	499	496	498	73	63	60	9	21	18	18	15	20	NA	1	2
Students without Disabilities	90	1211	70560	99	99	99	552	550	560	20	19	17	17	21	19	57	52	50	7	7	14
Limited English Proficient Students	14	110	8956	88	92	95	501	494	502	57	68	56	21	17	25	14	14	18	7	1	1
Migrant Students	NC	13	676	NC	93	95	NC	504	523	NC	54	38	NC	23	25	NC	23	36	NC	NA	1
Economically Disadvantaged	55	637	33014	95	94	95	541	534	534	27	29	31	20	25	24	45	41	40	7	4	5
Non-Economically Disadvantaged	46	673	45386	98	99	99	553	557	569	24	16	15	11	17	15	61	57	52	4	9	18

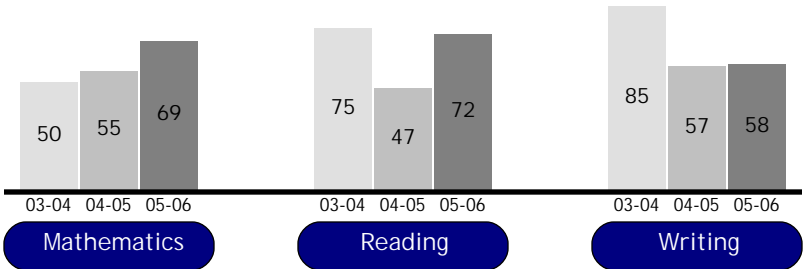
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1327	79179	97	98	98	501	512	519	16	11	11	33	29	27	51	58	58	NA	2	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	53	664	38974	96	97	99	505	518	524	17	9	8	25	26	25	58	61	61	NA	3	5
Male	49	658	40124	98	97	97	496	507	513	14	12	13	43	31	28	43	55	54	NA	2	4
African American	13	144	4243	100	94	98	507	505	506	15	14	14	31	35	32	54	48	51	NA	3	3
Hispanic	42	495	30987	93	97	98	491	498	498	19	15	17	36	36	36	45	48	45	NA	1	1
Asian/Pacific Islander	NC	29	1832	NC	100	99	NC	543	543	NC	NA	4	NC	21	17	NC	66	69	NC	14	10
American Indian/Alaskan Native	NC	15	4573	NC	100	96	NC	493	494	NC	7	16	NC	60	41	NC	33	42	NC	NA	1
White	44	639	37467	100	98	98	511	524	539	14	8	5	27	21	17	59	68	70	NA	3	8
Students with Disabilities	11	113	8567	79	82	88	457	463	467	55	43	39	27	36	38	18	19	22	NA	1	1
Students without Disabilities	91	1214	70612	100	100	99	506	517	524	11	8	7	34	28	25	55	62	62	NA	2	5
Limited English Proficient Students	14	109	9013	88	91	95	471	459	461	29	39	40	50	51	48	21	10	12	NA	NA	0
Migrant Students	NC	13	680	NC	93	96	NC	482	487	NC	15	20	NC	54	43	NC	31	36	NC	NA	1
Economically Disadvantaged	56	646	33345	97	95	96	498	501	499	20	15	17	32	36	36	48	47	46	NA	2	1
Non-Economically Disadvantaged	46	681	45834	98	100	99	505	523	533	11	7	7	35	22	19	54	68	67	NA	3	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	102	1341	79734	97	99	99	552	555	554	2	3	3	17	18	19	80	80	78	1	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	668	39243	98	98	99	559	568	568	4	2	2	15	12	12	80	87	85	2	0	1
Male	48	669	40413	96	99	98	544	541	541	NA	3	4	19	24	26	81	73	70	NA	NA	0
African American	12	145	4285	92	95	99	559	553	548	NA	3	3	25	18	22	75	79	74	NA	NA	0
Hispanic	44	504	31254	98	99	99	539	541	539	5	5	5	18	23	25	77	72	70	NA	NA	0
Asian/Pacific Islander	NC	29	1837	NC	100	99	NC	581	579	NC	NA	1	NC	7	9	NC	93	87	NC	NA	2
American Indian/Alaskan Native	NC	15	4613	NC	100	97	NC	541	535	NC	NA	4	NC	27	29	NC	73	67	NC	NA	0
White	43	644	37668	98	99	99	564	565	569	NA	1	1	12	13	13	86	85	85	2	0	1
Students with Disabilities	13	131	8943	93	95	92	499	488	495	15	11	11	23	52	51	62	37	38	NA	NA	1
Students without Disabilities	89	1210	70791	98	99	100	560	561	561	NA	2	2	16	14	15	83	84	83	1	0	0
Limited English Proficient Students	15	116	9138	94	97	97	496	496	492	13	12	13	40	44	46	47	44	40	NA	NA	NA
Migrant Students	NC	14	687	NC	100	97	NC	499	528	NC	14	6	NC	29	28	NC	57	65	NC	NA	NA
Economically Disadvantaged	56	659	33718	97	97	97	548	542	538	4	4	5	18	23	26	79	72	69	NA	0	0
Non-Economically Disadvantaged	46	682	46016	98	100	100	556	567	567	NA	1	2	15	12	14	83	87	84	2	0	1

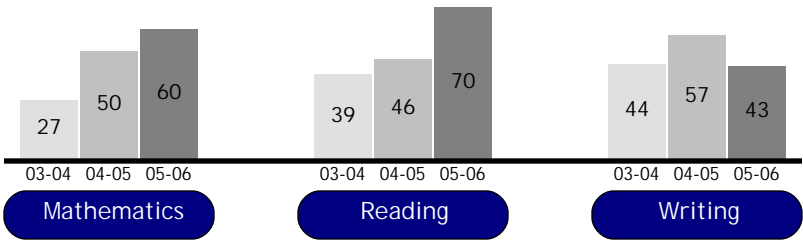
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

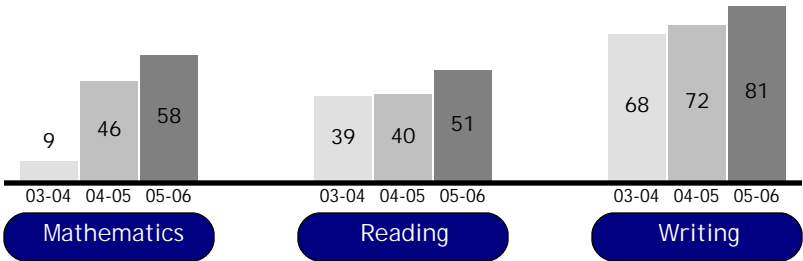
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	N
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	52	NA	58	97	46	--	47	96	50	46	46
	Language	95	35	35	50	97	44	--	47	96	48	46	48
	Mathematics	98	45	44	64	96	53	--	50	96	52	48	52
3	Reading	89	46	NA	55	95	38	--	44	94	48	43	46
	Language	97	52	50	61	95	39	--	44	94	46	43	46
	Mathematics	96	43	47	61	94	45	--	51	94	54	48	52
4	Reading	95	37	NA	56	96	46	--	48	99	43	48	52
	Language	97	35	41	52	96	49	--	49	99	46	48	52
	Mathematics	96	39	47	61	96	49	--	53	99	52	48	58
5	Reading	100	40	NA	55	97	44	--	50	96	56	50	56
	Language	100	34	39	49	97	43	--	50	96	58	48	54
	Mathematics	100	39	49	63	97	38	--	49	96	48	43	52
6	Reading	94	44	NA	56	100	47	--	51	96	48	50	56
	Language	93	37	36	48	100	47	--	47	100	41	43	50
	Mathematics	94	48	52	66	99	45	--	52	100	43	48	58
7	Reading	92	38	NA	54	100	39	--	50	98	48	50	54
	Language	93	36	44	58	100	42	--	52	99	54	54	58
	Mathematics	91	45	46	62	100	38	--	50	98	50	46	54
8	Reading	95	48	NA	55	98	44	--	51	99	46	52	58
	Language	95	38	40	52	98	45	--	50	100	48	52	56
	Mathematics	95	43	48	61	98	44	--	53	98	50	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Ashton Ranch Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Academic Improvement
- Ü Safety
- Ü Prevention
- Ü Parent and Community Relations
- Ü Data Based Decision Making
- Ü Clear and Focused Mission

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	54.30
Other Professional Staff	3.60	Teacher Aide	8.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	8	6	0	0
4 to 6 years	9	9	0	0
7 to 9 years	2	0	0	0
10 or more years	9	9	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	244
Teachers with Emergency Certification.	11
Percent of teachers in the school with Emergency/Provisional Certification	21%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Gymnasium and multipurpose room w/stage
- Ü Science Lab

Extracurricular Activities

- Ü 7th and 8th Grade Competitive Athletics
- Ü Computer Club
- Ü NJHS
- Ü Geography Club
- Ü Student Council
- Ü Homework Club
- Ü Art Enrichment Club
- Ü Tutoring

Social Services

- Ü Social Worker
- Ü Counselor
- Ü Prevention Programs
- Ü Health Services
- Ü Free and Reduced Meal Program
- Ü Before and After School Day care

Ashton Ranch Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- 35% of the 2005-06 8th grade students qualified for advanced language arts classes based on their placement exams for their freshman year.
- Ashton Ranch earned the Performing Plus label from Az Learns for 2005-06 achievement.
- Three students won a computer for their essay entry into the Patriot's Pen contest.
- A 7th grade teacher was one of 5 teachers in the district to earn Teacher of the Year sponsored by The Sun City West and Surprise Rotary Clubs.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	93	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Ashton Ranch has developed a comprehensive emergency plan. Monthly drills are conducted to ensure efficient responses to possible emergencies. We teach Character Education and Kids at Hope, provide interventions to assist students with social/emotional concerns, and utilize a school wide discipline program to develop respect and responsibility in our students. The district has an anonymous hotline, 623-876-7009 for students/parents to report bullying and other potentially harmful situations.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Donna MK Malone	(623) 523-8300
Transportation Policy	Vern Wolfley	(623) 876-7052
Community Resources	Linda Streeter	(623) 876-7066
School Nutrition Programs	Manuel Alvarado	(623) 876-7081
Parent Organization	Brandie Aragon	(623) 523-8300
Student Health/Nurse	Robin O'Rourke	(623) 523-8340

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.